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ABSTRACT

This supplementary law-related education packet provides student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms. An introductory section provides a rationale for the unit, a guide for bringing law-related resource persons into the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on what rules are, rules at home, rules at school, rules at play, and rules in the community. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include making a traffic light, singing, choral reading, and completing puzzles. (LH)

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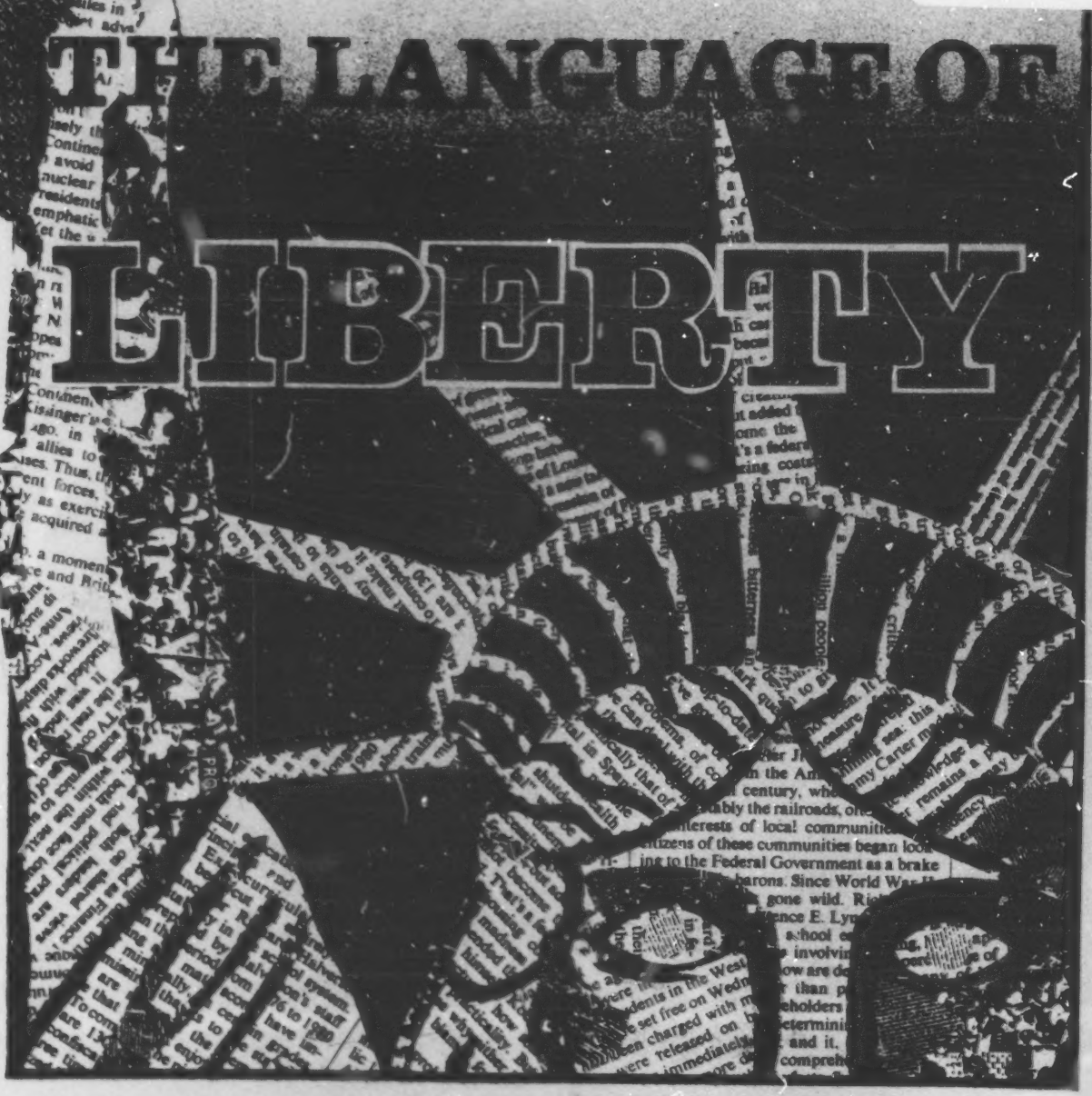
LAW

THE LANGUAGE OF LIBERTY



Supplemental Materials for Alabama Social Studies Teachers

GRADES K-1 2

LAW: THE LANGUAGE OF LIBERTY

SUPPLEMENTAL MATERIALS FOR ALABAMA SOCIAL STUDIES TEACHERS

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PREFACE

These Supplemental Materials Packets for Social Studies teachers are the culmination of a one-year cooperative effort involving the Administrative Office of Courts, the State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

The packets are being provided in an effort to furnish specific information to teachers and students about Alabama's laws and its system of justice. These materials and activities are not meant to substitute for the established curriculum in any way, but rather, they are intended to enhance it.

The packets may be taken apart so the suitable activities can be duplicated. In order to provide variety, as many ideas as possible have been included. Therefore, it is hoped that teachers will choose only those activities they feel will be appropriate for their students.

In order to help the project staff determine the usefulness of the program, an evaluation sheet has been provided at the end of each packet. Any comments or suggestions made on the evaluation sheet will be greatly appreciated.

Finally, these packets were designed to attain two goals, to provide assistance to teachers and help create a greater respect among young people for the law and its purposes.

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EVALUATION SHEET

INTRODUCTION

Rules are important in a child's world. To be responsible adult citizens, children need to understand the reasons for rules and need to be willing to adjust their actions to conform to rules and laws.

An elementary school can have an important role in helping students learn about rules, how to deal successfully with them, and about those in authority.

In the past, any programs which were designed to teach students about rules and responsiblities emphasized the concepts of obedience and punishment while fostering little, if any, understanding about what rules are, who makes them, and why they are important.

These materials offer another approach, complete with activity pages for students as well as background information and lesson ideas for the teacher. The sequence of these activities was planned carefully for each grade level beginning with what rules are; rules at home, school, play, and in the community; the development of the court system; and the Alabama Judicial System.

After completing these activities, children should be better able to understand and to deal with the rules in their lives.

LAW-RELATED RESOURCE PERSONS

Law-related resource people can add many dimensions to a teaching unit. Some you may want to consider are: judge, district attorney, attorney, clerk of the court, sheriff, and policeman.

ITEMS TO CONSIDER

(1) Adhere to school system policies for use of resource persons.

(2) Provide the resource person with the following information:

- (a) Topic to be discussed;
- (b) Class interests;
- (c) Background on students' knowledge of the subject;
- (d) Attention span of students;
- (e) Objectives of the unit and how his topic relates to these.
- (f) Suggest a short presentation with time for questions and answers.

(3) Prepare the class for the resource person's visit:

- (a) Provide study activities on the topic.
- (b) Assist students in selecting appropriate questions.
- (c) In lower elementary grades, it may be more practical to assign questions to individual students.

(4) Words of Caution:

- (a) Resource persons are not teachers, so you may have to intervene occasionally to handle a situation.
- (b) Work with the resource person to assure he understands what you want him to do and how to deal with the class.

(5) Have students write thank-you letters after the visit.

CHECKLIST FOR CLASSROOM VISIT

Here is a checklist that might help make a visit by a law resource person a success. This checklist may be used to facilitate a field trip situation.

A. Informing the law resource person

1. Characteristics of the class or group _____
2. Topics children have been studying that relate to the presentation _____
3. Logistics - time frame, size, and setup of classroom _____
4. Materials and equipment
   a. Duplication of printed materials _____
   b. Reserve slides or filmstrips _____
   c. Reserve audio-visual equipment _____

B. Class Preparation

1. Material to be read and discussed prior to visit _____
2. Prepare questions in advance _____

C. Follow-up Activities

1. Discuss follow-up activities with law resource person _____

FIELD TRIPS

Places to be considered for a field trip include: courthouse, courtroom, clerk's office, sheriff's department, police station, and jail.

ITEMS TO CONSIDER:

(1) Adhere to local school policy for field trips.

(2) Visit the place in advance to make arrangements and to get an idea of what to do with the class during the visit.

(3) A series of short visits may be more appropriate for young students rather than one extended visit.

(4) When making arrangements to visit the court, contact should be made with the judge's secretary. She can usually give you guidance in determining the best time for the trip in terms of cases that are scheduled.

(5) Judges like to know when classes are visiting. Sometimes the judge will pause during the trial to explain certain points to the class or will meet them before or after the trial to talk with them or to respond to their questions.

(6) Thank-you letters from students are always in order.

SECTION I

RULES

RULES

OBJECTIVE

To help students understand what a rule is.

PROCEDURE

Read aloud the following statements and have the students raise their hands if they think it is a rule.

1. Do not play in the street.
2. The apple is red.
3. Talk quietly in the library.
4. Keep your hands inside a car.
5. Today is Monday.
6. Stay in your seat on the school bus.
7. The name of our school is _____.
8. Water the plants when they are dry.
9. The lights are turned on.
10. Turn the lights off when you leave the room.

The teacher can make up other examples of this type. When the students understand that a rule usually tells you to do or not to do something, you can have fun with the following activity.

Write the word LUNCHROOM on the board. Ask if someone can give you a rule for the lunchroom (Use quiet voices in the lunchroom. Do not throw food in the lunchroom.) Talk about the reason for the rule and write it beside the word on the chalkboard. Then ask if someone can tell you about the lunchroom (The lunchroom has a lot of tables in it. We eat in the lunchroom.) Write that sentence under the rule and discuss how the

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rule about the lunchroom is different from the sentence about the lunchroom.

Do the same thing with the following words. (You may choose to do this as an oral activity rather than writing the rules on the chalkboard.)

SLEEP	We sleep in our beds.
	Get enough sleep every night.
COLOR	Do not color on the table.
	My favorite color is blue.
CLOTHES	Wear warm clothes when it is cold.
	Henry has a lot of clothes.
STREET	Do not play in the street.
	Cars go in the street.
MATCHES	Do not play with matches.
	Matches start fires.
TEETH	We chew our food with our teeth.
	Brush your teeth after eating.
TOYS	Put toys away when you finish playing.
	I like to play with toys.
WASH	Wash your hands before you eat.
	We use soap to wash our hands.
STOVE	Do not play with the stove.
	We cook on the stove.

RULES

OBJECTIVE

To understand the concept that parents make rules for their children out of a concern for their safety and well-being.

PROCEDURE

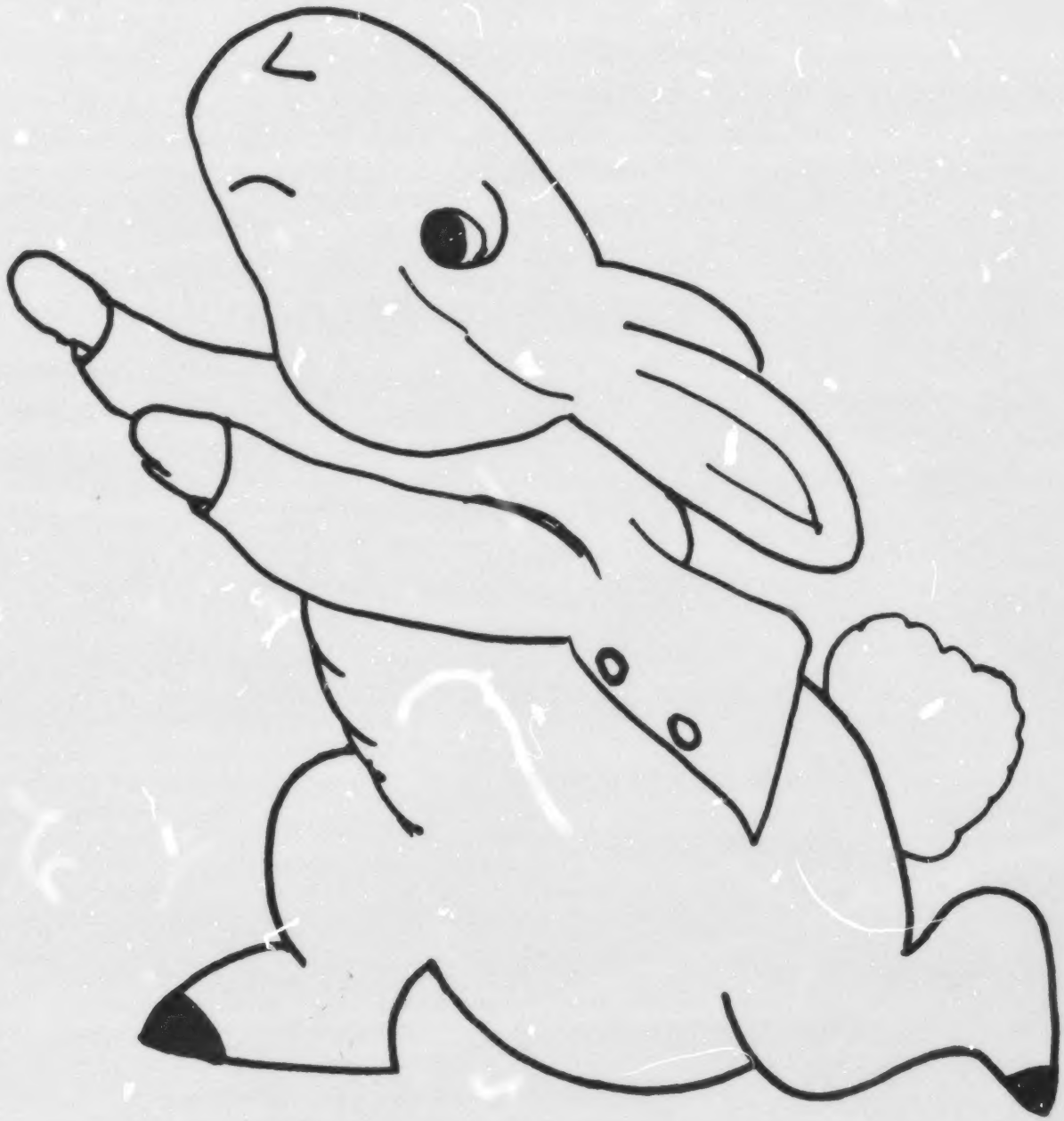
Read or tell The Tale of Peter Rabbit by Beatrix Potter. After the story, discuss the following questions:

1. What rule did Mother give Peter?
2. Why did Mother make this rule?
3. Did Peter obey?
4. Should he have obeyed the rule? Why or why not?
5. Was the rule just for Peter?
6. What happened to Peter because he did not obey his mother's rule?
7. What do you think Peter will do the next time his mother leaves home?

The picture of Peter Rabbit on the following pages may be reproduced and given to the children for an art activity. Cotton balls make nice rabbit tails.

A transparency may also be made for use on the overhead projector.

Note: This story is a good one for children to act out.



OTHER SUGGESTED STORIES

Among the many stories which can be used to emphasize the importance of rule-making are:

The Little Red Hen (any version)

Concepts: Justice, Responsibility

This is the classic tale of the hen that found a grain of wheat and was refused help by all the barnyard animals to every stage of planting and growth. The only time they were willing to help was in the eating of the bread. But the Little Red Hen was not willing to share the rewards of labor her friends had avoided. A wonderful story to contrast with Frederick and The Best of the Bargain.

The Best of the Bargain, Janina Domanska, Greenwillow Books, (1977)

Concept: Justice

A wonderful picture book to learn with The Little Red Hen and Frederick. In this folktale, Olek the fox and Hugo the hedgehog decide to share the crops they grow in their orchard and field. But the hedgehog tricks the fox with an ingenious question and ends up with the entire yield of the field plus half the orchard's fruit crop. A judge is called to settle their dispute, and again the hedgehog uses trickery to outwit his opponent. But who wins in the end? And was it fair?

The Big Orange Splot, Manus Pinkwater, Hastings House, (1977)

Concepts: Diversity, Freedom, Property

On a street where all houses look alike, one person paints his home to reflect his fantasy, interests, and creativity. At first his neighbors rebel at this unexpected non-conformity, but one by one they join him in expressing their individuality.

Stevie, John Steptoe, Harper & Row, (1969)

Concept: Responsibility

Stevie is resentful when his mother undertakes to babysit the younger child of a friend and he finds himself with new responsibilities. Yet, when the child leaves for good, Stevie misses him. An excellent example of some of the benefits and burdens of responsibility. The language poetically reflects the Black family setting of this warm story.

SECTION II

RULES AT HOME

RULES AT HOME

OBJECTIVE

To be able to identify some common rules that might be enforced at home.

PROCEDURE

Duplicate the following page titled "Rules at Home" so that each child has one, or make a transparency for the overhead projector.

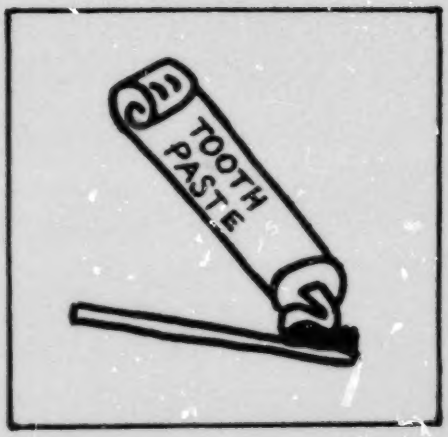
Discuss each picture, helping them to understand the reason for the rule and what might happen if that rule was not followed. There will be differences in interpretation for some rules and this should be played up. For instance, in some families the children might be encouraged to brush after every meal and before bedtime, while other children brush once a day. Some families will not have a baby, etc.

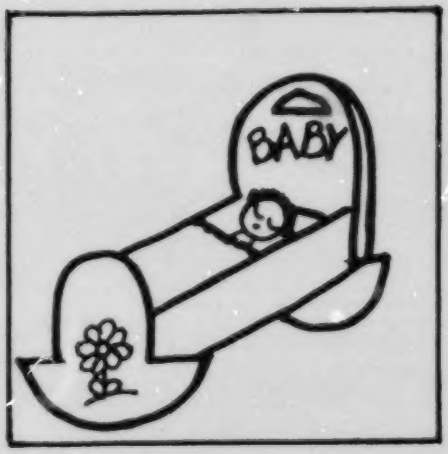
Another way to use this sheet is to have the students circle the picture if it is a rule in their home. If it is not the same, they can tell what their rule is.

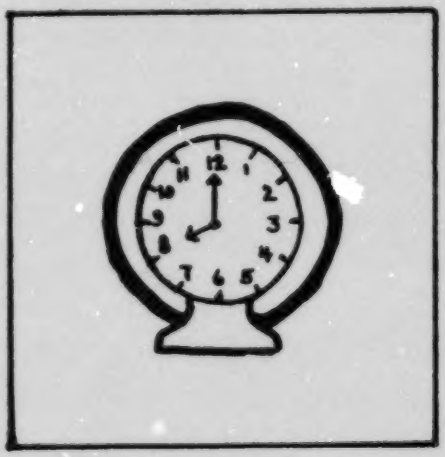
Possible rules are:

1. Wash your hands before each meal. (Or wash your hands when they are dirty.)
2. Brush your teeth after each meal.
3. Put toys away when you finish playing with them.
4. Do not play with matches.
5. Be quiet when the baby is sleeping.
6. Go to bed on time.

RULES AT HOME







RULES AT HOME

OBJECTIVE

To understand that all families have rules; that different families have different rules; and that there are reasons for having rules at home.

PROCEDURE

1. Have students discuss a rule in their home and the reason they think the rule is good (or necessary).

   Examples: brushing teeth

   not playing with matches or the stove

   buckling seat belts

   getting enough sleep

   sharing and taking turns

   table manners

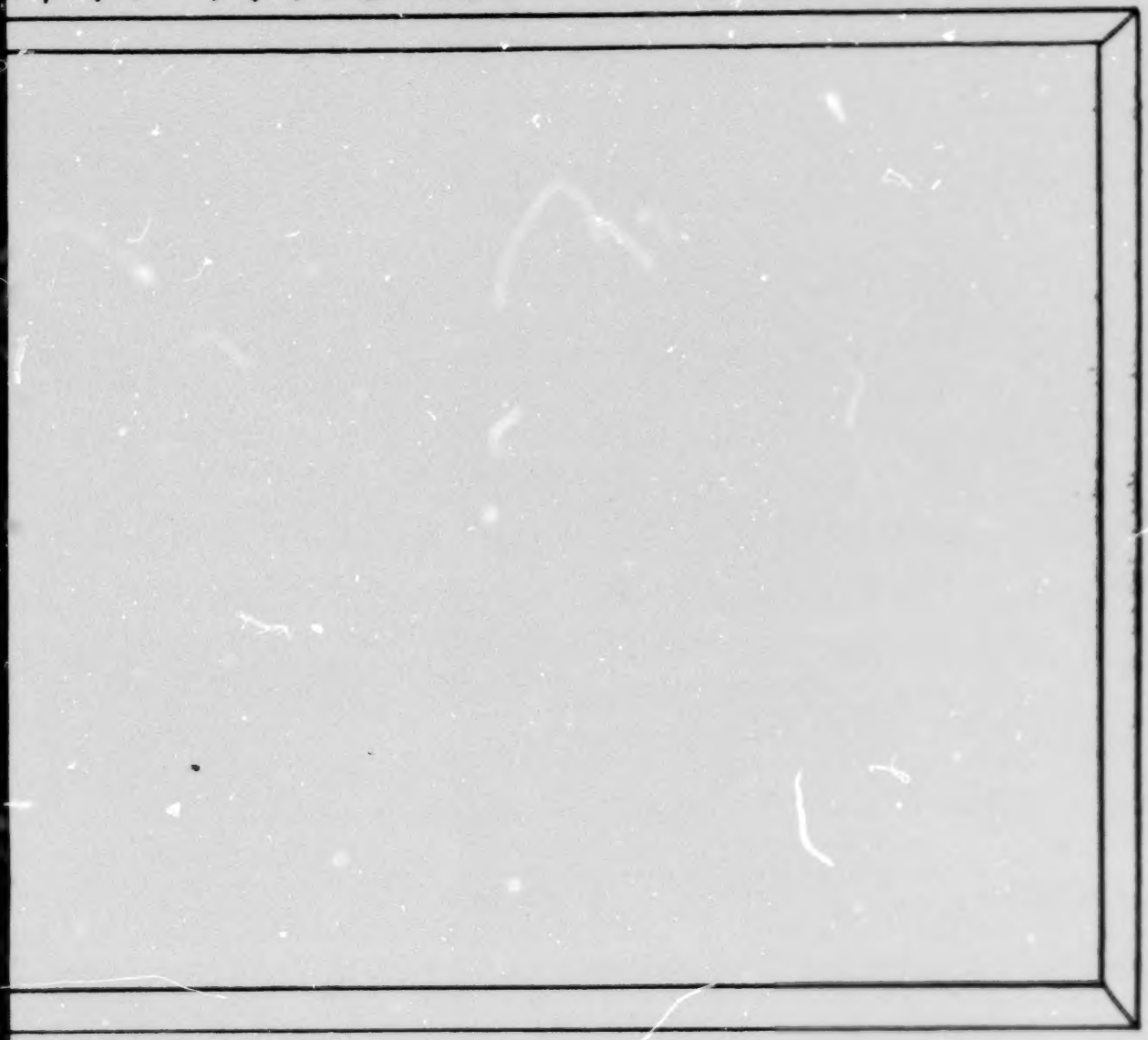
   picking up toys or cleaning their bedrooms

2. Reproduce the following page titled "MY FAVORITE RULE." Give each student a copy and ask them to make a drawing showing themselves relating to the rule in some way.

3. These pictures may be used to make a bulletin board display titled "OUR FAVORITE RULES." In this case, it might be more meaningful for the teacher to write a caption telling about the rule in the picture. For instance: "Mary brushes her teeth after breakfast."

4. These pictures can be bound together to make a book for visitors to the classroom to read, or to send to another classroom in the school.

MY FAVORITE RULE



RULES AT HOME

OBJECTIVE

To understand the purpose for rules at home.

PROCEDURE

Lead a discussion of a family rule such as "Do not leave the yard without permission." Talk about why that rule is important, who it protects, and what might happen if that rule were not followed.

Then dramatize that problem. Decide what family members are necessary for the role-playing and what happens when the rule is not followed.

Another kind of family problem could be dramatized, also. For instance, what can parents do when children do not come home promptly from school? Or what about children who get up early and want to play before their parents get up? This kind of situation could include the working out of a solution to the problem such as children being allowed to play before their parents get up as long as they are quiet.

On the following page is a picture of a family group watching television together. This picture could be used to discuss what kinds of rules families have concerning the television. How much time is allowed for watching TV? Who decides what programs are to be viewed? What would be some good rules to have concerning the television?

THE DAILY

RULES AT HOME

OBJECTIVE

To understand that their safety and well-being depends upon the observance of just rules.

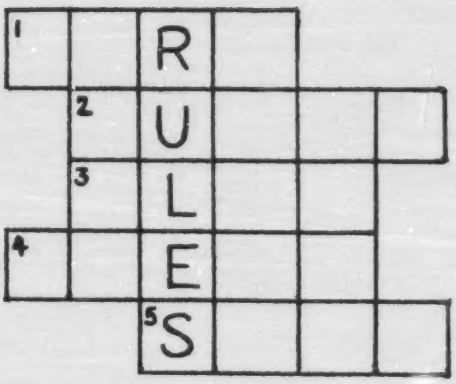
PROCEDURE

Using the following questions as a general guide, discuss several different rules the children have to follow at home.

1. Can you think of a rule you have to follow at home?
2. Who made this rule?
3. How does this rule help you?
4. What happens if you forget to follow a rule at home?
5. What rules have your parents made to help keep you safe?
6. What rules have your parents made to help keep you healthy?
7. Why should children obey rules made by their parents?

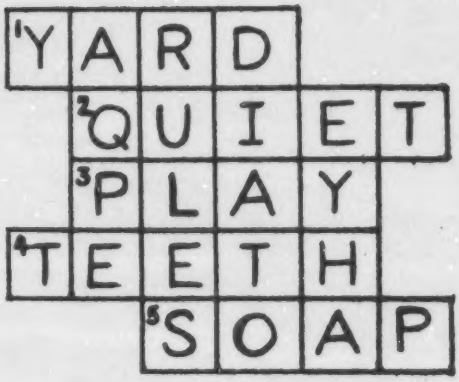
Reproduce the crossword puzzle on the following page which is titled "RULES AT HOME." Or if you are using learning centers, make one copy and put clear contac paper or laminating film over it so that it can be used over and over.

RULES AT HOME



1. Do not go out of your _ _ _ _ without asking.
2. Be _ _ _ _ _ when a baby is sleeping.
3. Do not _ _ _ _ with matches.
4. Brush your _ _ _ _ _ after you eat.
5. Wash your hands with _ _ _ _.

RULES AT HOME
ANSWER KEY



1. Do not go out of your _ _ _ _ without asking.
2. Be _ _ _ _ _ when a baby is sleeping.
3. Do not _ _ _ _ with matches.
4. Brush your _ _ _ _ _ after you eat.
5. Wash your hands with _ _ _ _.

RULES AT HOME

OBJECTIVE

To help students make individual self-evaluation charts to take home.

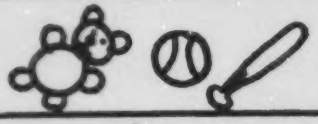
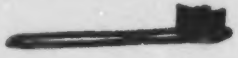
PROCEDURE

Duplicate the chart on the following page. Discuss the examples of rules which are already listed. (Each student may have other rules such as taking out the garbage, etc., that are not listed on the chart. In that case, their parents can help write them in on the blank lines.) Draw a sample chart on the chalk board or make one for the overhead projector. Using this sample chart, show students how to mark the appropriate square. It may be easier for them to color the square or it may be easier for them to put an X in the square.

If you are not sure that students will be able to explain this procedure to their parents, it might be helpful to send along a short letter to parents, explaining your study of rules and asking for their support and help.

Another idea for this same type of activity is to make a chart for classroom rules such as: (1) put your coat in the locker; (2) talk quietly in the hall; (3) arrive at school on time.

MY HOME RULES

	MON.	TUE.	WED.	THURS.	FRI.	SAT.	SUN.
Put toys away 							
Put clothes up							
Go to bed on time							
Brush teeth 							

SECTION III

RULES AT SCHOOL

RULES AT SCHOOL

OBJECTIVE

To help students understand that there are rules which must be followed at school and to understand the reasons for these rules.

PROCEDURE

Talk about your school: the fact that there are so many people in one place; that everyone is close together in the classroom and within the school.

Discuss scheduling, i.e., library schedules, lunchroom schedules, and playground schedules. (What would happen if everyone came at once? What if no one came for hours?)

Take a trip through the school building. Explain that they will be looking to see examples of rules being followed in the school. Plan to visit several different places such as the library, lunchroom, health room, office, kitchen, etc. If possible, have someone at each stop talk with the class and explain some of the rules to be followed. When you return to the classroom, discuss the rules from the different stops. Ask questions such as:

(1) Were some rules the same in more than one place?

(2) Did some rules apply to only one area?

Students can draw pictures of their favorite stop. These can be grouped together on the bulletin board and some of the rules from that location printed on a smaller chart next to the pictures.

RULES AT SCHOOL

OBJECTIVE

To help students see how rules are different for different areas of the school.

PROCEDURE

Discuss how rules on the playground are different from the rules in another area of the school. Using the situations below, ask the students to tell you some rules that would be appropriate. (If your students can read when you are doing this activity, you might want to write the rules briefly on the board.)

(1) A rule for playing...

(2) A rule for running...

(3) A rule for water fountain...

(4) A rule for doing school work...

(5) A rule about talking...

(6) A rule about reading...

(7) A rule about getting along with others...

(8) A rule about library books...

(9) A rule about school books...

(10) A rule about eating...

Your students might enjoy sharing with the rest of the school what they have learned about school rules. One way to do this with younger children is for them to illustrate the concepts and for you to write the captions underneath. For example, you may want to put a picture of children standing in line waiting for water next to the real water fountain with a caption that says, "We take turns at the water fountain." Or "To be safe, do not push or shove at the water fountain."

In addition to providing a real service to your school, these pictures and captions will make your children feel important and a part of the school.

RULES AT SCHOOL

OBJECTIVE

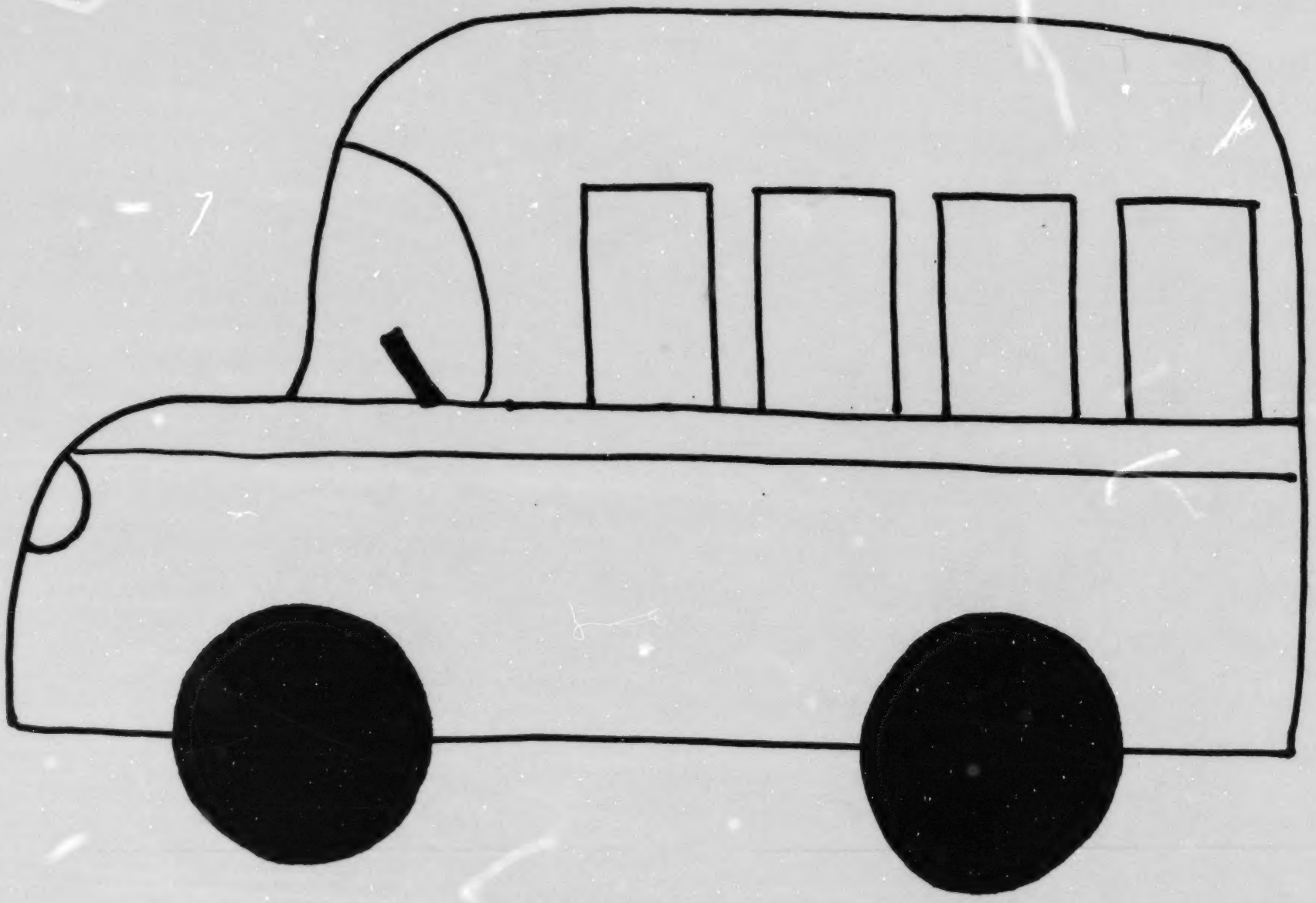
To understand the reasons for the various school bus rules.

PROCEDURE

(If your children ride to school on school buses or if you take field trips on school buses, then sometimes during the year you will need to discuss rules on the school buses. Many systems have printed copies of school bus rules that you can obtain from the Board of Education.)

After discussing the school bus rules, give each child a copy of the school bus on the following page. Have them write a rule on the school bus or if they cannot yet write, let them dictate a rule to you. To personalize this activity even more, write in the bus number of the bus that particular child rides, or let him/her make up a number of the bus if your school only uses buses for field trips. The buses can then be colored.

The completed buses can be used as a wall decoration by cutting out a "road" from dark paper and letting the buses "ride" up and down and around the curves. The buses can also be placed end-to-end around the edges of a bulletin board like a border.



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RULES AT SCHOOL

OBJECTIVE

To be aware of the importance of signs in alerting people of rules.

PROCEDURE

Make a sign for the playground, library, lunchroom, etc. without using words. (Similar to the international signs).

Examples:

1. water fountain
2. loading zone
3. lunchroom
4. health room
5. music room
6. library
7. office
8. playground
9. art room
10. stairway

SECTION IV

RULES AT PLAY

RULES AT PLAY

OBJECTIVE

To help the students understand the need for rules and order in their games.

PROCEDURE

Ask the students to tell you some of their favorite games. Encourage them to talk about board games (Candy Land), ball games (kick ball), pencil and paper games (tic tac toe), outdoor games (hide and seek), and card games (Old Maid, fish).

Whenever a game is mentioned, ask for two or three rules of that game. Even though there may be different rules to the same game, as long as everyone is playing by the same rules, the game will be fun.

On the following page is a picture of some children playing kick ball. (If your students do not know how to play, perhaps you could talk to them about the rules and let them watch an older grade play one day.) This picture might be useful as a transparency while discussing rules at play or your students might enjoy coloring it.

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SECTION V

RULES IN THE COMMUNITY

RULES IN THE COMMUNITY

OBJECTIVE

To become more familiar with their own community and the role signs play in informing us of our rules.

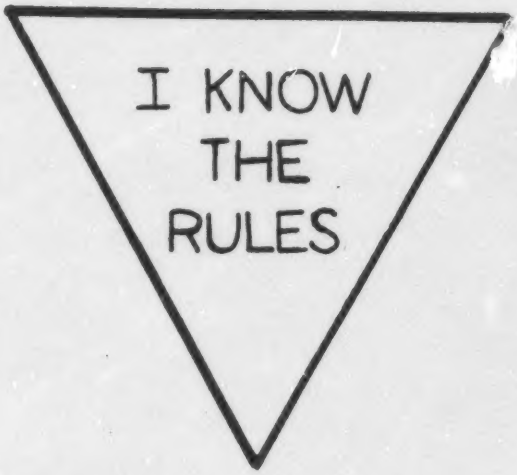
PROCEDURE

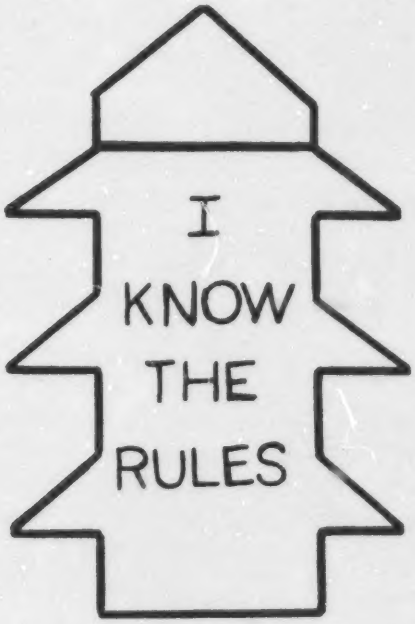
Plan to take a walk (or a ride) to your community. Help the students identify specific rules and signs. One way to have lasting memories about this trip is to use your camera to take pictures of students observing signs. Be sure that each child is in at least one picture, either individually or part of a group. Examples are: students waiting to cross on the green light; putting litter in the litter can; facing traffic where there is no sidewalk; obeying any signs such as "Keep off Grass."

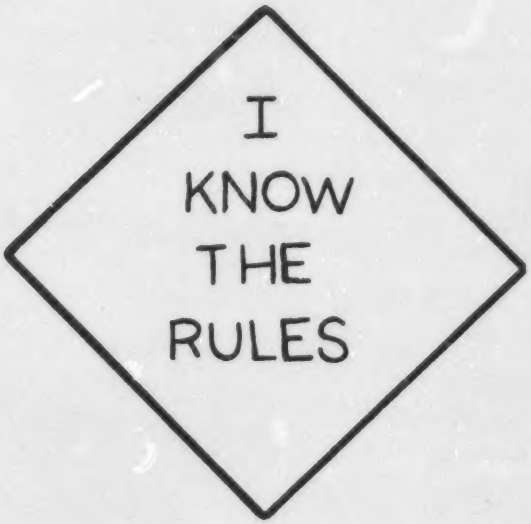
When you get the pictures developed, make a bulletin board display. Mount the pictures on colored construction paper. Underneath each picture, write the rule the children are demonstrating. Choose a catchy title such as "These Kids Follow the Rules" or "Miss Purple's Room Knows the Rules."

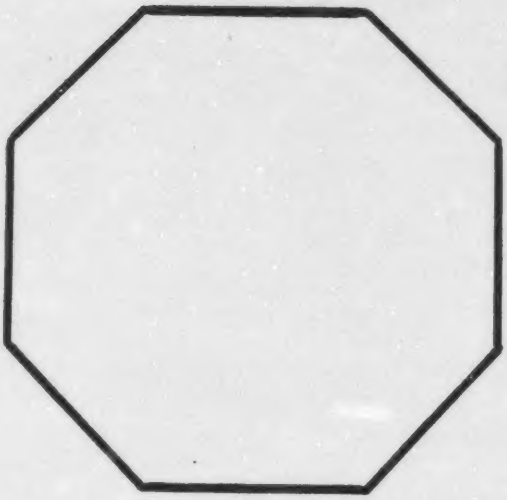
On the following page are patterns for "buttons" the students can color and wear on their trip.

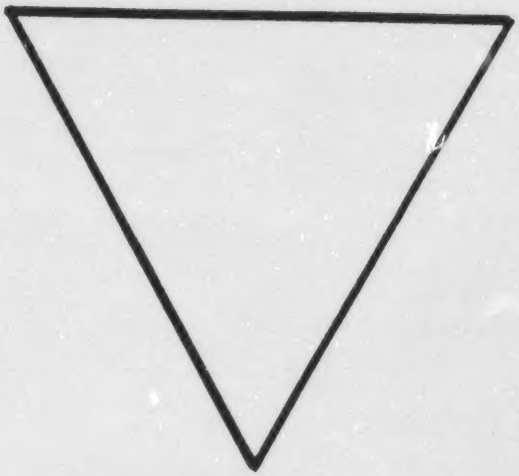
I
KNOW
THE
RULES


I KNOW
THE
RULES

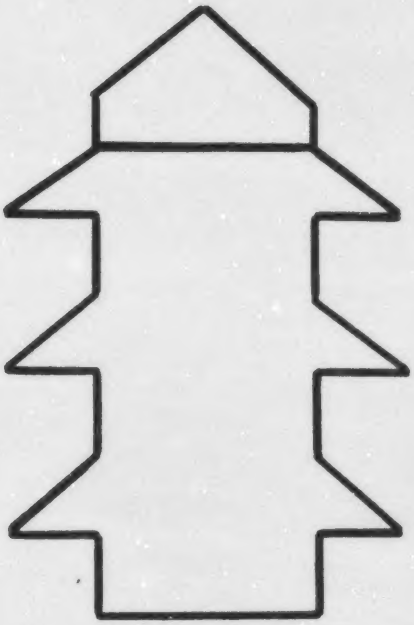

I
KNOW
THE
RULES

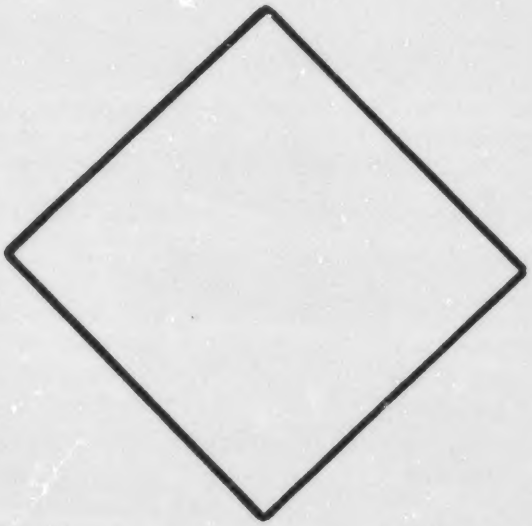

I
KNOW
THE
RULES





Write "_____ knows the rules" on these sign shapes - or write just the child's name. Let each child decorate or color his/her button.





RULES IN THE COMMUNITY

OBJECTIVE

To be able to color sign shapes the correct color.

PROCEDURE

Duplicate the following page so that each student has a copy. Before this activity is attempted, students should have some understanding about signs and what colors they are.

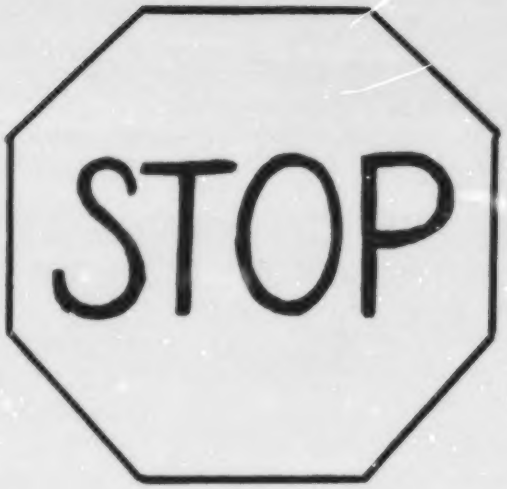
Students will need the following colors: red, yellow, blue, green, and black. Ask if anyone sees a sign that is red. When they locate it, they color it. Continue with the rest of the signs.

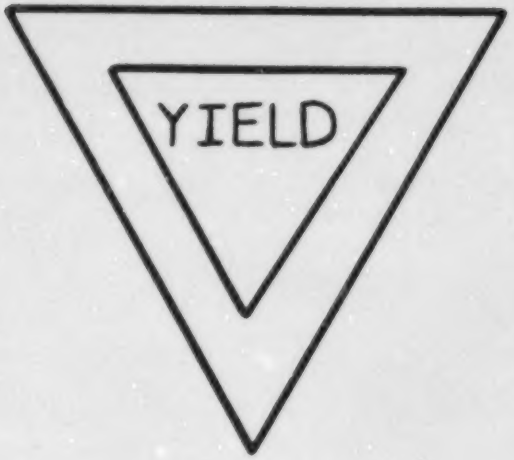
NOTE FOR THE TEACHER: There are 3 types of traffic signs.

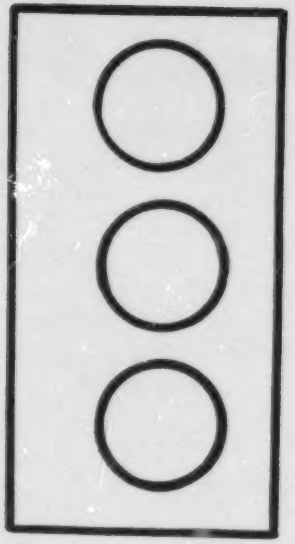
(1) Regulatory signs regulate the movement of traffic. They are red and white or black and white.
Examples are: STOP, DO NOT ENTER, NO PARKING, SPEED LIMIT, ONE WAY.

(2) Warning signs are black and yellow, except those used in construction areas which are black and orange. Most are diamond shaped.
Examples are: ROAD CURVES, NARROW ROAD, RAILROAD CROSSING AHEAD, DEER CROSSING, SCHOOL, TWO-WAY TRAFFIC.

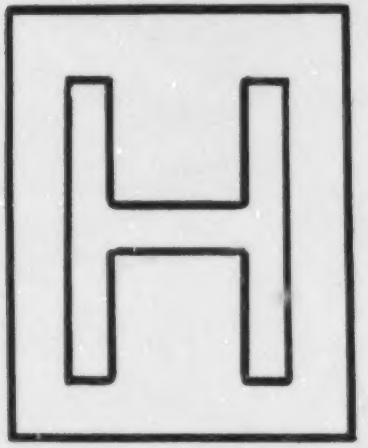
(3) Information or guide signs inform and direct motorists. They are green and white for motorist directions (TUSCALOOSA 35 mi.), blue and white for services (HOSPITAL), and brown and white for points of interest (DESOTO STATE PARK).


STOP


YIELD



RAIL
ROAD
CROSSING



RULES IN THE COMMUNITY

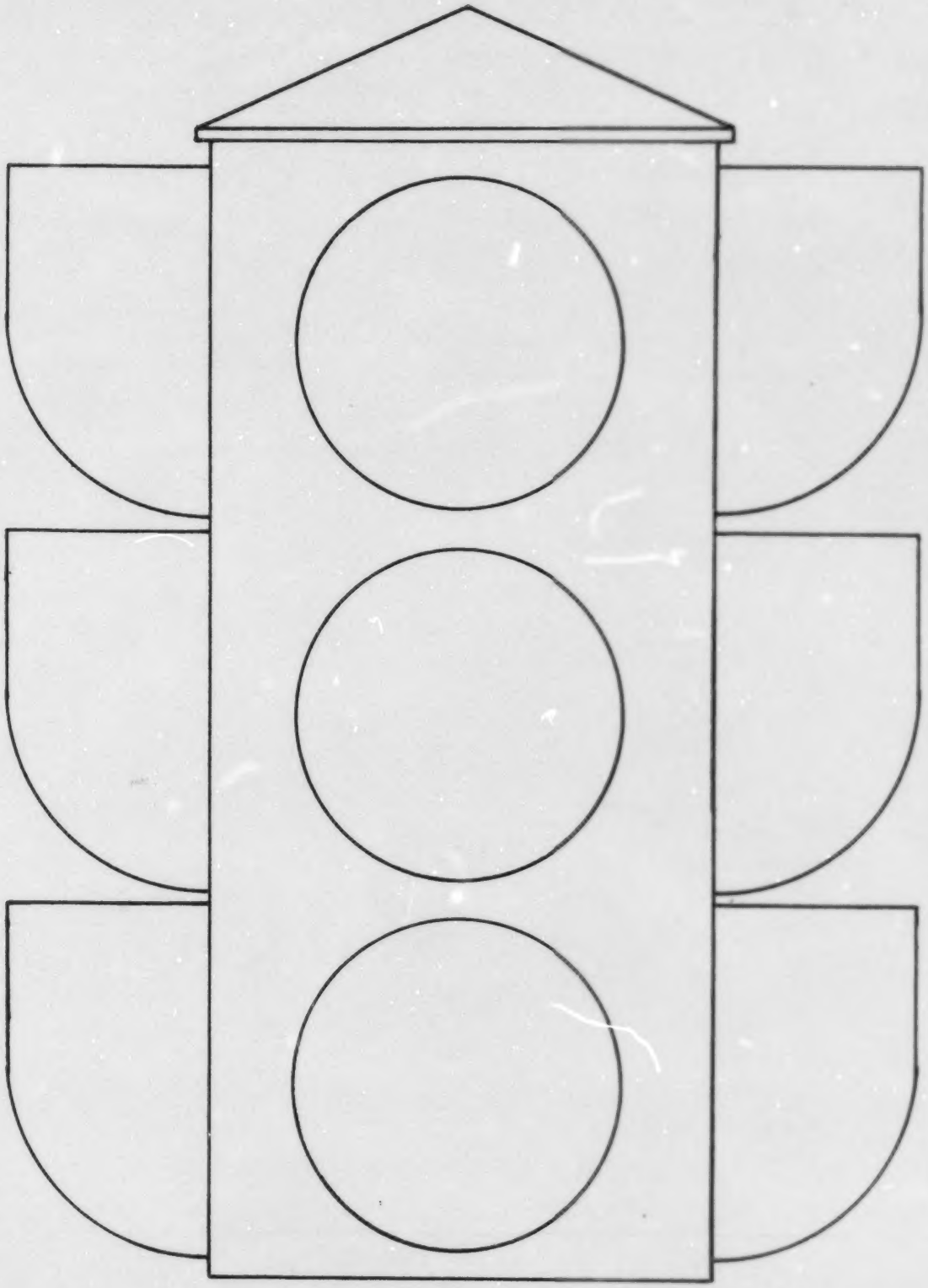
OBJECTIVE

To make a traffic light.

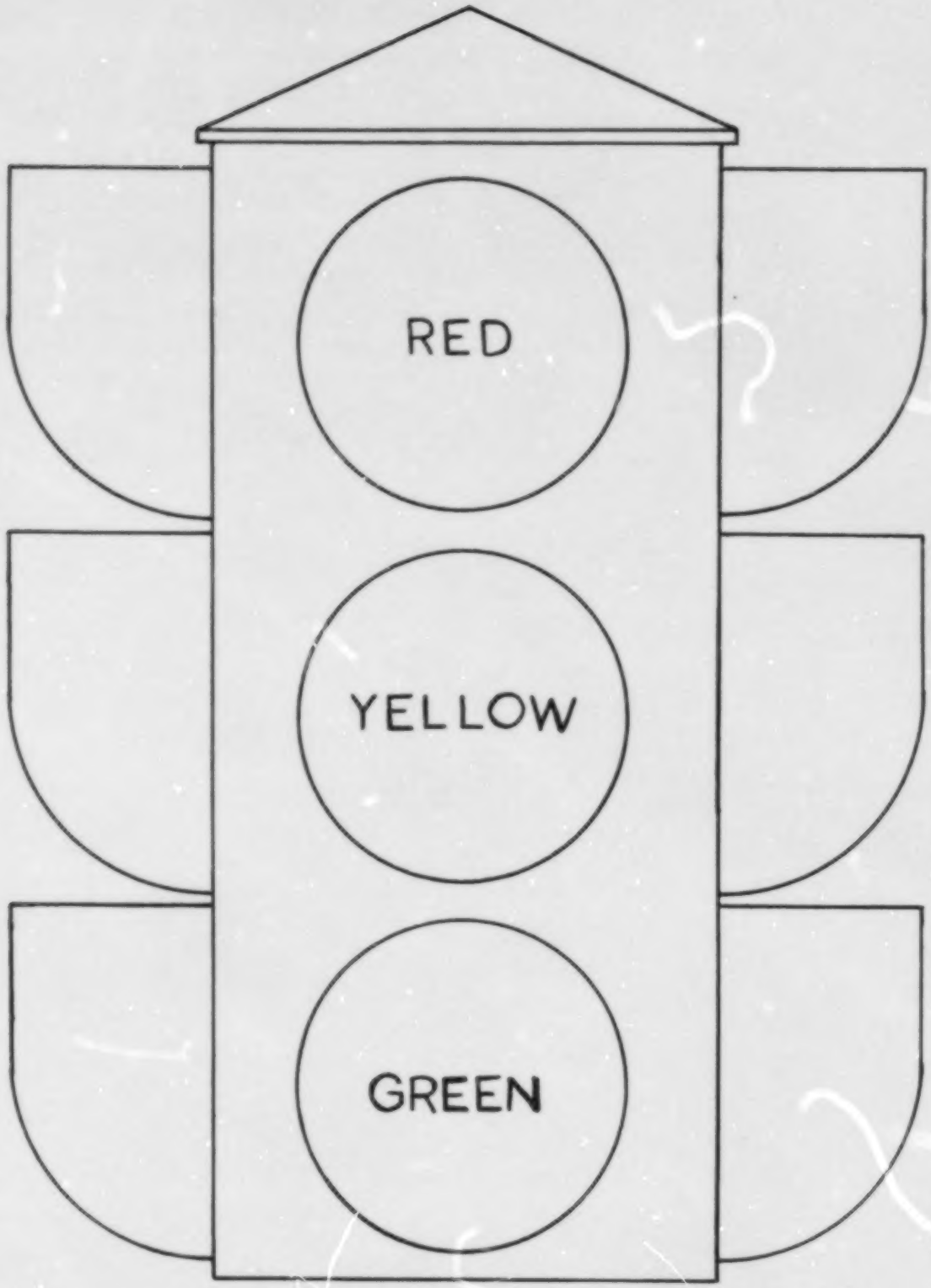
PROCEDURE

Using the pattern on the following page, have a traffic light for each student. Black construction paper works best. Give each student a red circle, a yellow circle, and a green circle. Discuss what each color means when it is used on traffic and road signs. Guide them in gluing the circles on the appropriate place.

On page 34, there is a similar pattern for a traffic light. This one has color names in the circles. This pattern may be run off on white paper and the children can color it and cut it out.



51



52

RULES IN THE COMMUNITY

OBJECTIVE

To use knowledge about traffic signs and safety in drama and song.

TRAFFIC LIGHT

To the tune of "Mulberry Bush"

Oh, what do you do when the light turns red,
the light turns red,
the light turns red?
Oh, what do you do when the light turns red,
On your way to school?

You stop and you wait when the light turns red,
the light turns red,
the light turns red,
You stop and you wait when the light turns red,
On your way to school.

Oh, what do you do when the light turns yellow,
the light turns yellow,
the light turns yellow,
Oh, what do you do when the light turns yellow,
On your way to school?

You do not go when the light turns yellow,
the light turns yellow,
the light turns yellow,
You do not go when the light turns yellow,
On your way to school.

Oh, what do you do when the light turns green,
the light turns green,
the light turns green,
Oh, what do you do when the light turns green,
On your way to school?

You cross the street when the light turns green,
the light turns green,
the light turns green,
You cross the street when the light turns green,
On your way to school.

TRAFFIC LIGHTS

Girls: Red light, red light,
What do you say?

Boys: I say "Stop,
and stop right away!"

Girls: Yellow light, yellow light,
What do you mean?

Boys: I mean "Wait--
Till the light turns green."

Girls: Green light, green light,
What do you say?

Boys: I say, "Cross!
First look each way!"

All: Thank you, thank you,
Red, yellow, green.

All: Now I know
What traffic lights mean!

STOP, LOOK, AND LISTEN

Stop, look, and listen
Stop, look, and listen
When you come to a street
You will know if it's safe
When you stop, look, and listen.

On a busy street you should never jay walk
Take the extra steps and use the cross walk
When you see a signal this is what you should know
Red means stop, and green means go.

Stop, look, and listen
Stop, look, and listen
When you come to a street
You will know if it's safe
When you stop, look, and listen.

If your ball goes in the street don't go darting after it
For if a car is coming there's a chance you will be hit
You can live a lot longer and avoid an injury
When you stop, look and listen and don't be in such a hurry.

Stop, look, and listen
Stop, look, and listen
When you come to a street
You will know if it's safe
When you stop, look, and listen.

RULES IN THE COMMUNITY

OBJECTIVE

To understand what a community is and that communities need rules.

PROCEDURE

The following page depicts a community scene. This can be used as a transparency for the overhead projector or duplicated for each student.

Talk about what a community is (people living and working together). Ask what rules a community might need -- they may get clues from the picture (traffic lights, speed limit signs, road signs, litter signs, warning signs such as keep off the grass and private property.)

Help them find the signs in the picture. Ask them to circle the traffic light (or if you are using this as a transparency ask them to help you circle it). When all the signs are found, discuss the reason for each one.

Who makes these rules? (adults)

Who must obey these rules? (everyone)

What would happen if there were no rules in a community?

RULES IN THE PICTURE:

No Parking

Stop

Railroad Crossing

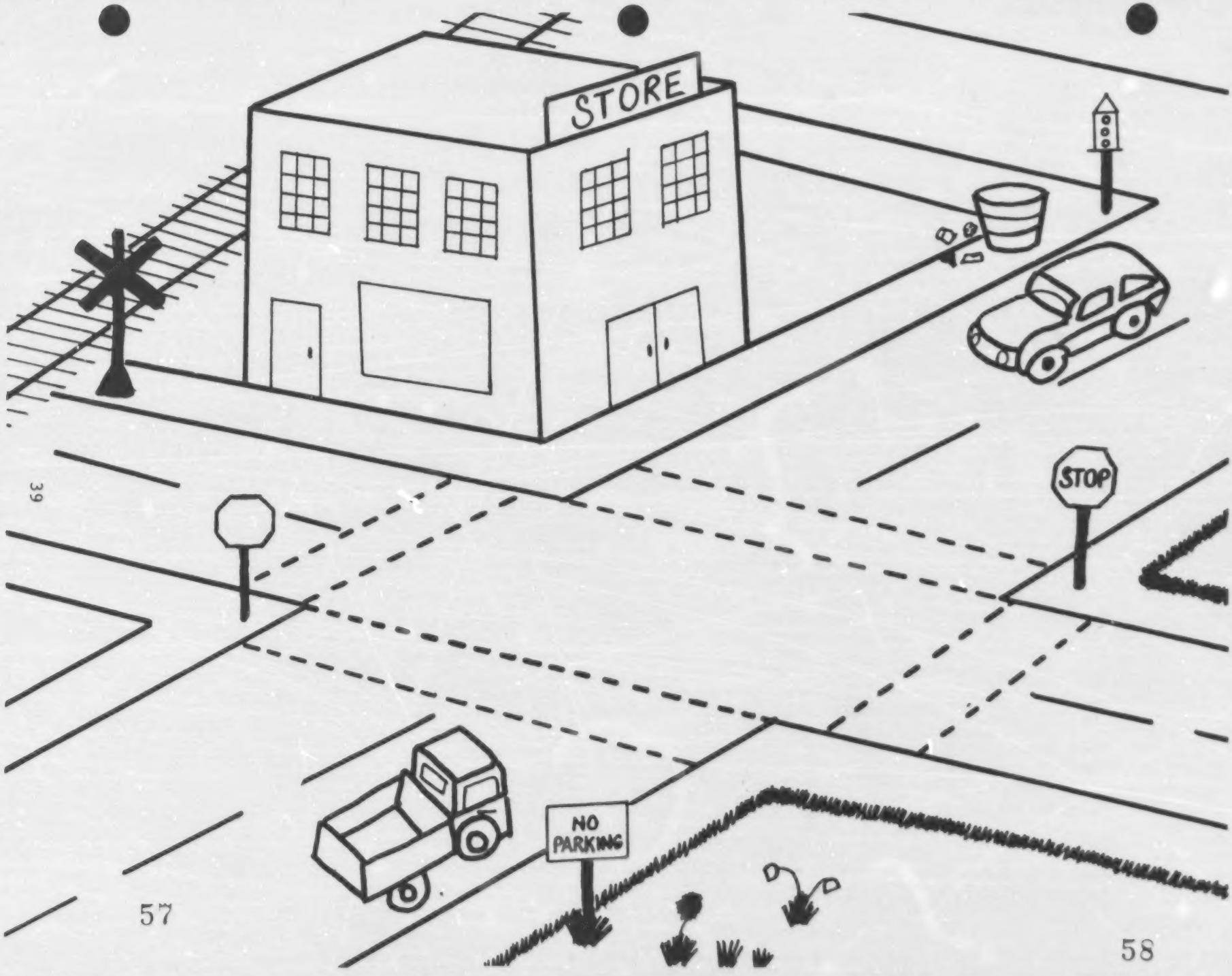
Litter Basket

Crosswalks

Lines on streets to divide into right lane and left lane

Traffic light

To extend this lesson, you may want to read the book, Mr. Pines Mixed-Up Signs, aloud to the class.



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57

58

RULES IN THE COMMUNITY

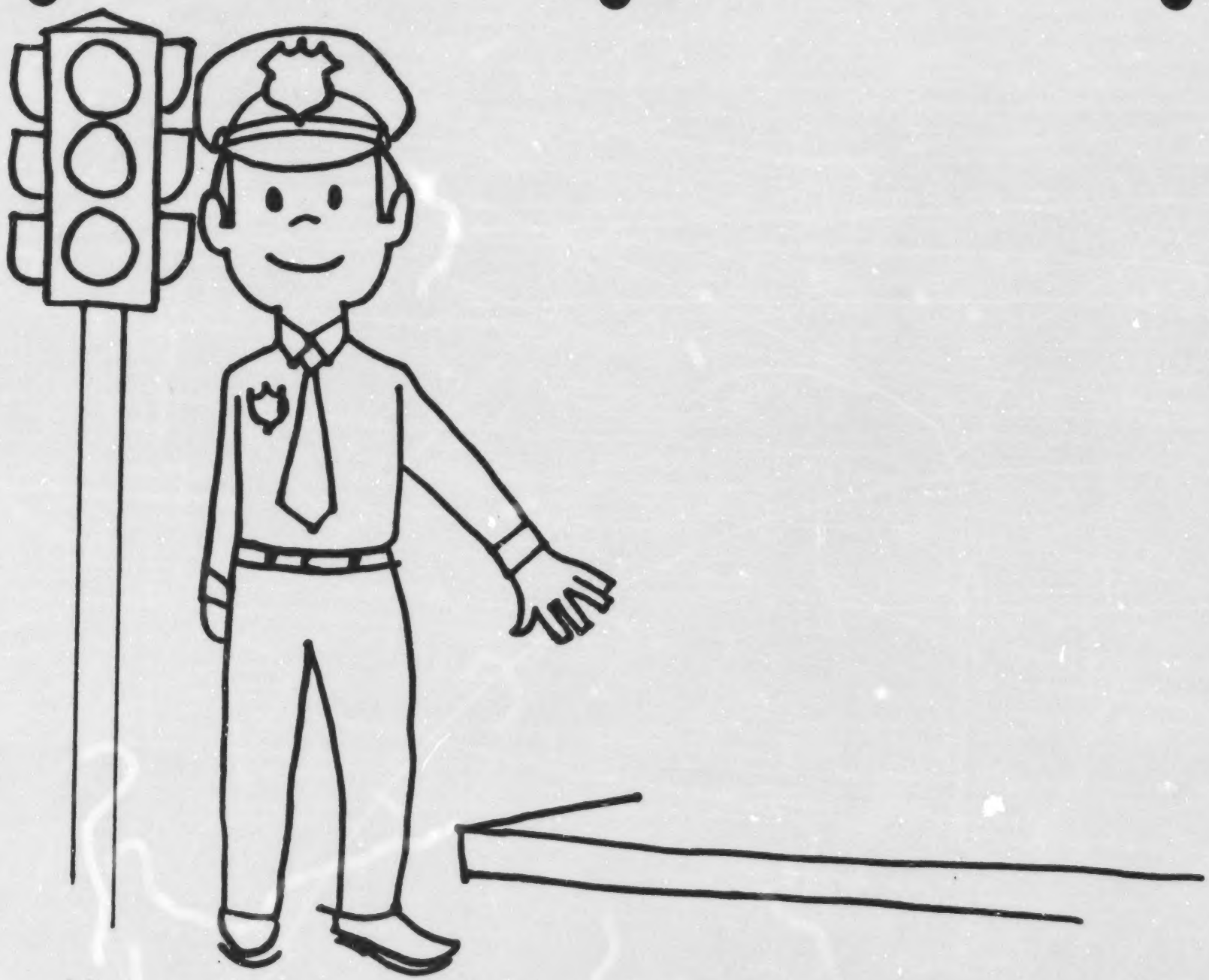
OBJECTIVE

To understand that the policeman or policewoman is a community helper, a friend, and the role each plays in seeing that community rules are obeyed.

PROCEDURE

Talk about the policeman. Ask how he can help boys and girls. Perhaps some of your students walk to school or have seen crossing guards. Discuss what a crossing guard does.

Duplicate the following page for each student. Discuss the rule about waiting on the sidewalk or grass until the light turns red (or in this case, until the crossing guard or policeman tells you to go). Have them draw themselves where they would be waiting to cross the street.



RULES IN THE COMMUNITY

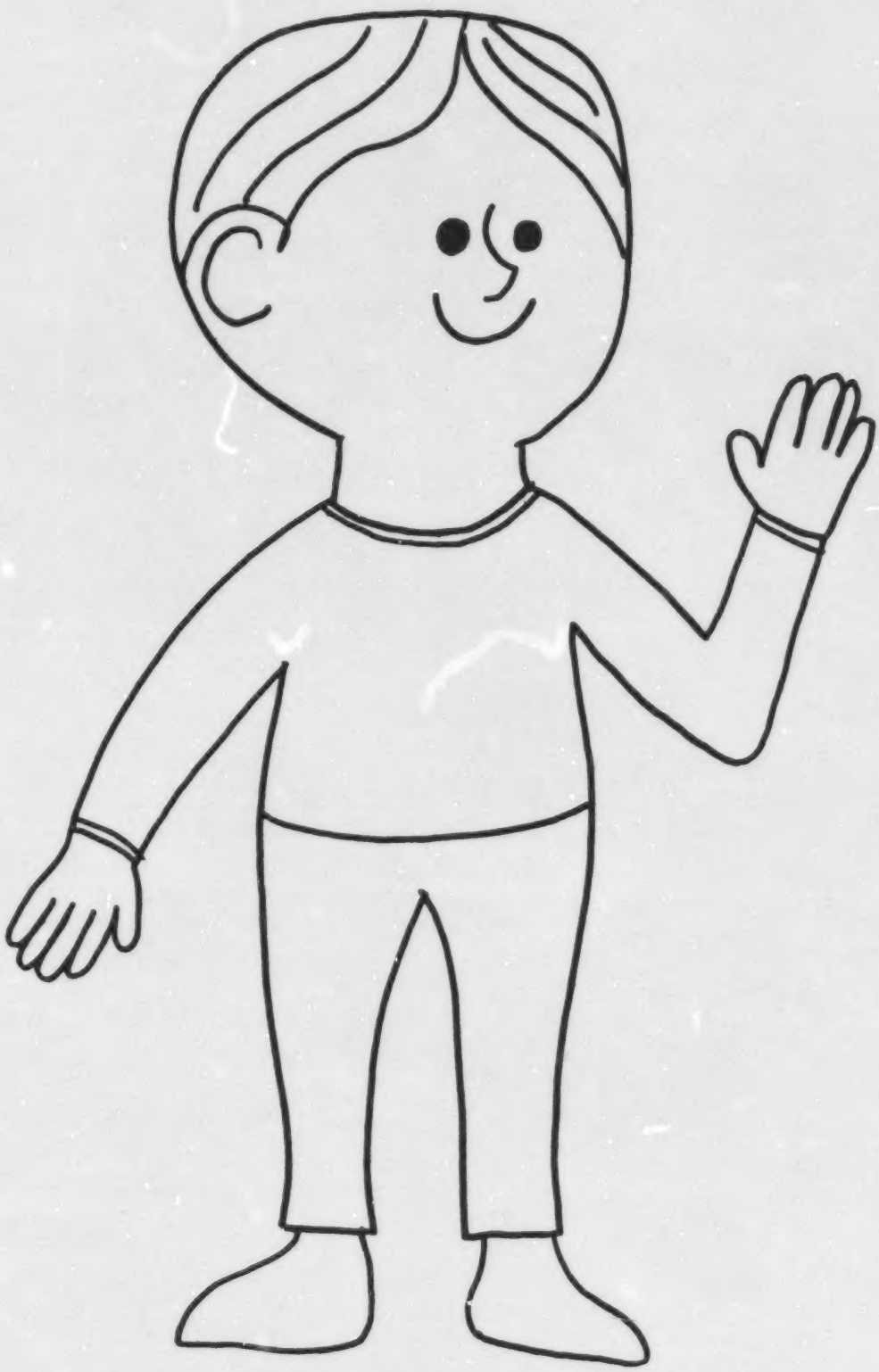
OBJECTIVE

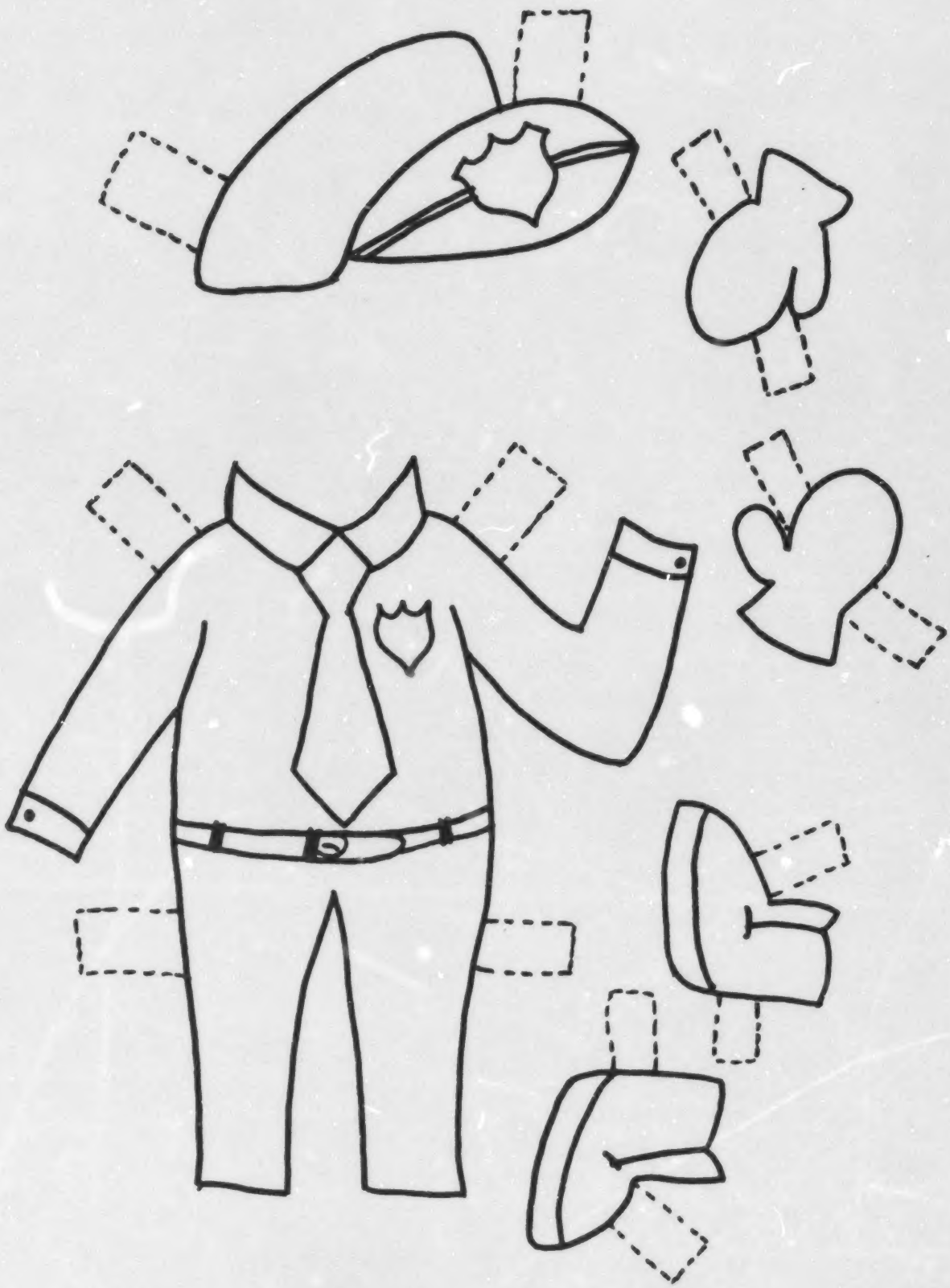
To learn about a policeman's uniform.

PROCEDURE

Duplicate the following pages. (If this activity is to be a part of a learning center, then only one copy is needed.)

Be sure your students understand not to cut the tabs off unless you plan for them to glue the clothes on.





RULES IN THE COMMUNITY

OBJECTIVE

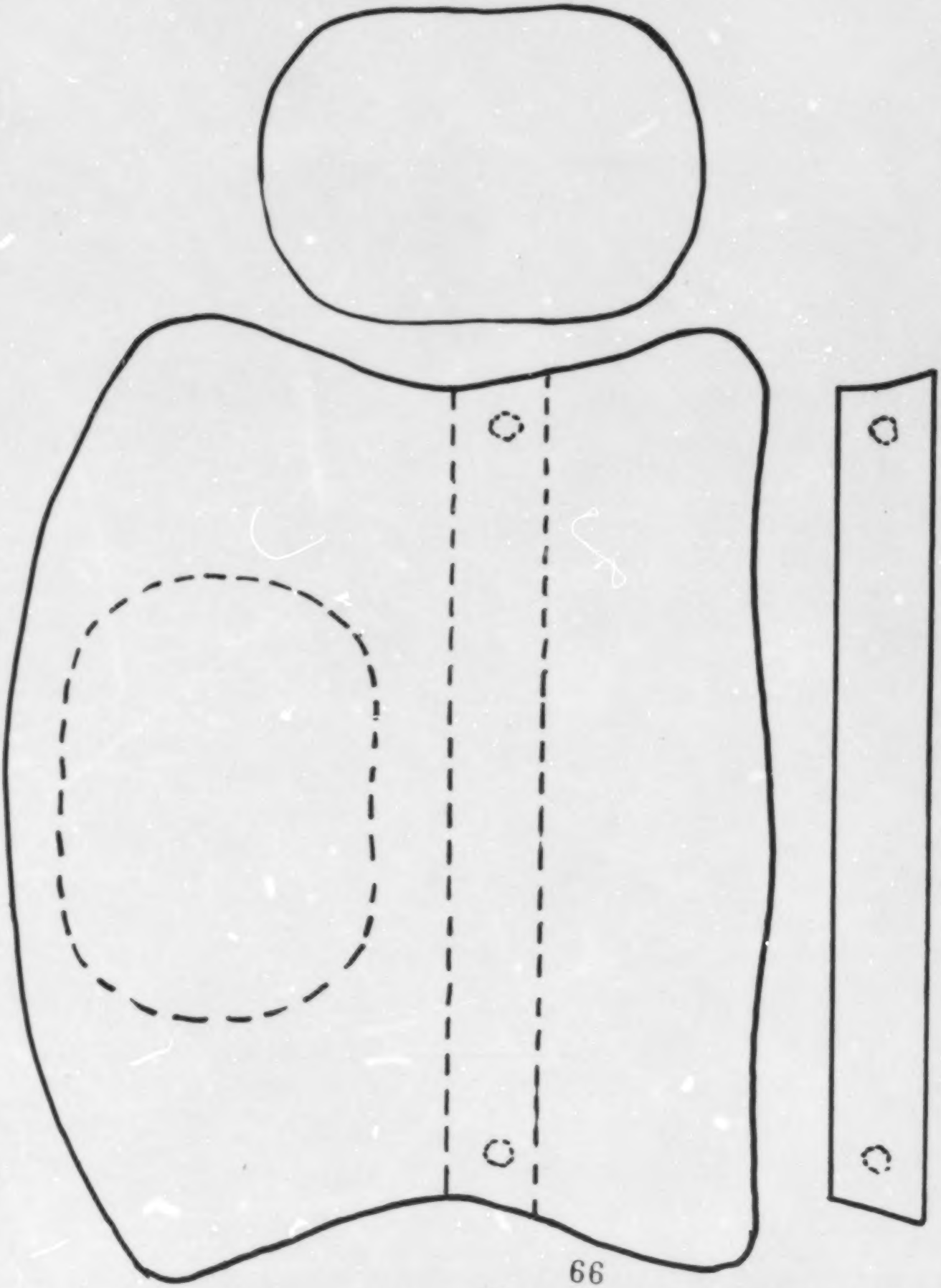
To make a police officer's cap.

PROCEDURE

Using the patterns on the following page, cut out a hat shape for each student from blue construction paper. Cut out a band and a badge from yellow construction paper.

Glue the band and the badge on the hat. Punch holes in the hat where indicated. Cut two pieces of yarn about 12 inches long and tie one in each hole.

The words, "POLICE OFFICER," can be written on the badge, or it can be personalized by writing "SGT. JOE SMITH" or "CAPT. MARY JONES" on the badge.



RULES IN THE COMMUNITY

OBJECTIVE

To make a puzzle out of a familiar traffic sign.

PROCEDURE

Duplicate the signs on the following three pages. Cut the signs out on the solid line (or use the entire page). Then cut them into pieces to make a puzzle. They can be stored in an envelope. On the front of the envelope write the name of the puzzle and the number of pieces.

NOTE: Coloring the signs before cutting them out adds interest. Mounting them first on construction paper, or covering them with contac paper or laminating film also adds durability and makes it easier to put together.

R
R

STOP

RULES IN THE COMMUNITY

OBJECTIVE

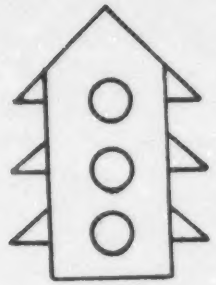
To review "safety words" through word games.

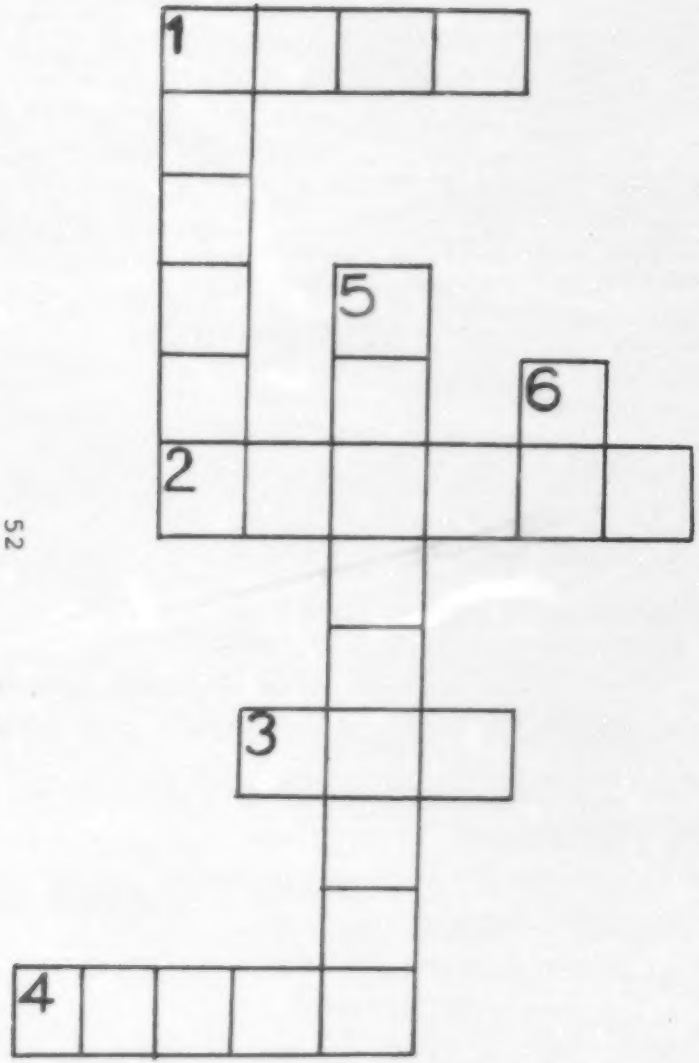
PROCEDURE

Duplicate one or both of the word games for your students to work.

Note: You may want the class to play these games together as a group activity rather than using them as individual activities because your students may need to be "talked" through the games.

I AM SAFE!





ACROSS

1. Red says _ _ _ _.
2. My color says wait.
3. My color says stop.
4. My color says go.

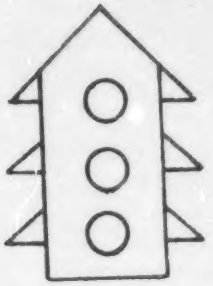
DOWN

1. We follow _ _ _ _ _ _ _ rules.
5. I am a friend.
6. Green says _ _.

WORDS: red yellow green stop go safety policeman

I AM SAFE!

ANSWER KEY



1 S	T	O	P			
A						
F						
E		5 P				
T		O		6 G		
2 Y	E	L	L	O	W	
		I				
		C				
	3 R	E	D			
		M				
		A				
4 G	R	E	E	N		

ACROSS

1. Red says S I O P.
2. My color says wait.
3. My color says stop.
4. My color says go.

DOWN

1. We follow S A E E I Y rules.
5. I am a friend.
6. Green says G O.

WORDS: red yellow green stop go safety policeman

SAFETY WORDS

Find the words and circle them.

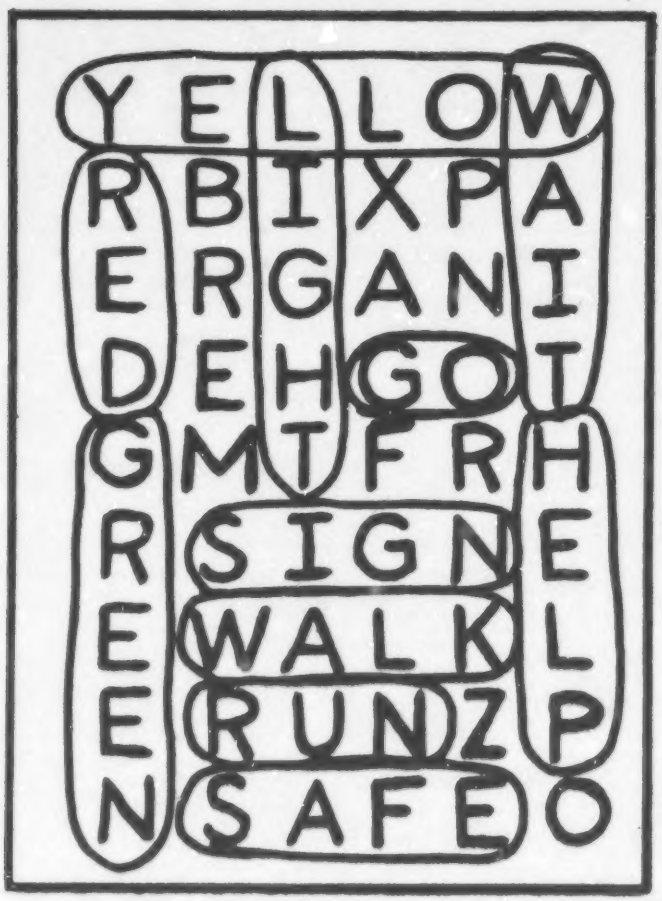
Y	E	L	L	O	W
R	B	I	X	P	A
E	R	G	A	N	I
D	E	H	G	O	T
G	M	T	F	R	H
R	S	I	G	N	E
E	W	A	L	K	L
E	R	U	N	Z	P
N	S	A	F	E	O

red yellow green
go wait safe
walk run help
sign light

SAFETY WORDS

ANSWER KEY

Find the words and circle them.



red yellow green
go wait safe
walk run help
sign light

EVALUATION SHEET

Grades K-1

To determine the usefulness of this Supplemental Materials Packet, the teacher is requested to answer and return this questionnaire. Your comments will be greatly appreciated.

1. What is your evaluation of this Packet?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Poor

2. Does this Packet contain useful information?
   ( ) yes ( ) no

3. Does this Packet provide helpful suggestions and activities?
   ( ) yes ( ) no

4. Can the information and activities in this Packet easily be incorporated into your existing curriculum?
   ( ) yes ( ) no

5. How can this Packet be improved? (please specify, e.g. structure/organization, content/coverage, writing style, other). Use additional sheet.

6. If you have specific information/suggestions/activities that you feel would benefit other teachers, please attach to this evaluation sheet.

7. Please complete:

   Name: _____(optional)

   School: _____

   School Address: _____

   _____

   Telephone: ( ) _____

   Grades Taught: _____

   Years Taught: _____

8. Mail to:
   Administrative Office of Courts
   Attn: Julie Young
   817 South Court Street
   Montgomery, AL 36130